



Jungian & Archetypal Studies (M.A./Ph.D.) Hybrid Fact Sheet

Program Learning Outcomes (PLOs)

PLO 1: Demonstrate ability to apply key concepts and approaches in depth psychology.

PLO 2: Critically analyze theoretical approaches in depth psychology.

PLO 3: Conduct research that makes an original scholarly contribution.

PLO 4: Demonstrate depth psychological sensibility in working with archetypes, symbols, images, and symptoms as applied to both personal and collective experience.

PLO 5: Evaluate Jungian and archetypal studies as a field in relation to other disciplines and to historical and cultural contexts.

PLO 6: Demonstrate the capacity for structured thought, and the clear articulation and persuasive communication of depth psychological theories and perspectives.

PLO 7: Analyze Jungian and archetypal responses to 21st century conditions, including globalization, ethical concerns, diversity, and multiple ways of knowing.

Data Tables

Table 1. Faculty-to-Student Ratio 2025-26

Full-Time Faculty FTE*	2.2	Full-Time Faculty Count	5.0
Adjunct Faculty FTE*	1.8	Adjunct Faculty Count	9.0
Student FTE**	41.5		
Faculty/Student Ratio	1 : 10.4		

* Full-time Equivalent (FTE) was calculated by dividing the total credit hours for the academic year by 18 (the number of credit hours/full-time contract).

** Full-time Equivalent (FTE). Part-time students counted as 0.5 FTE and full-time students counted as 1.0 FTE.

- In the 2025-26 academic year, the faculty-to-student ratio was approximately one faculty member for every 10 or 11 students in coursework (Table 1).



Table 2. Attrition and Persistence Counts by Matriculation Year

		Matriculation Year (Academic Year)							Overall
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Attrition	AW/AD	10	4	15	8	3	1		41
	W	8	5	13	11	13	6	1	57
	Total	18	9	28	19	16	7	1	98
Persistence	Graduated	6	2	2					10
	Still In Program	4	4	17	17	10	13	11	76
	Total	10	6	19	17	10	13	11	86
Enrollment		28	15	47	36	26	20	12	184

Table 3. Attrition and Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)							Overall
		2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Attrition	AW/AD	56%	44%	54%	42%	19%	14%	0%	42%
	W	44%	56%	46%	58%	81%	86%	100%	58%
	Total	64%	60%	60%	53%	62%	35%	8%	53%
Persistence	Graduated	60%	33%	11%	0%	0%	0%	0%	12%
	Still In Program	40%	67%	89%	100%	100%	100%	100%	88%
	Total	36%	40%	40%	47%	38%	65%	92%	47%
Enrollment		100%	100%	100%	100%	100%	100%	100%	100%

- As of February 2026, 47 percent of the 184 students who matriculated between academic years 2018-19 and 2024-25 had either graduated or remained enrolled in the program. Of all students, 10 had graduated and 76 remained enrolled, while 98 (53 percent) had left the program without completing it (Tables 2 and 3).
- Across all cohorts, persistence rates ranged from 36 percent to 92 percent as of February 2026.



Table 4. Graduates by Demographic Characteristic

		Graduation Year			Total
		2022-23	2023-24	2024-25	
Gender	Female	50%	54%	73%	61%
	Male	25%	31%	18%	25%
	Unknown	25%	15%	9%	14%
Ethnicity	American Indian or Alaska Native	0%	0%	0%	0%
	Asian	0%	0%	9%	4%
	Black or African American	0%	0%	0%	0%
	Hispanic	0%	23%	9%	14%
	Two or more	0%	15%	9%	11%
	Undeclared	25%	15%	9%	14%
	White	75%	46%	64%	57%
Graduated		100%	100%	100%	100%

- Among graduates from academic years 2022-23 through 2024-25, 61 percent identified as female, 25 percent identified as male, and 14 percent did not report a gender identity (Table 4).
- Over half of these graduates identified their race/ethnicity as White. The second highest overall rate was selected for Hispanic (14 percent), then Two or more (11 percent), and then for Asian (4 percent).
- Fourteen percent of these graduates chose not to identify their race/ethnicities.

Table 5. Median Time-to-Degree Completion (Years)

Degree	Graduation Year			Overall
	2022-23	2023-24	2024-25	
DJA MA Years	2.1	2.2	2.1	2.1
DJA PhD Years	6.3	6.7	7.0	6.6
Institute All Doctoral Years	6.4	6.3	7.3	6.6
DJA MA Count	34	21	12	67
DJA PhD Count	4	13	11	28
Institute All Doctoral Count	50	55	61	166

* DJA MA 100% time-to-degree length is published as 24 months (2.0 years), PhD 100% time-to-degree length is published as 63 months (5.25 years).

- The median time-to-degree completion for master's graduates from academic years 2022-23 through 2024-25 was 2.1 years (Table 5).
- The median time-to-degree completion for doctoral graduates from academic years 2022-23 through 2024-25 was 6.6 years, consistent with the median time-to-degree completion across all Pacifica doctoral programs.



Table 6. 2024-25 Course Evaluation Results

Survey Statement	Average Rating (Four-point scale converted to rate, where 4.0 = 100%)				
	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Terms Overall
The instructor respected the ideas and opinions of others.	96%	91%	97%	92%	94%
The instructor was reasonably accessible either in person, by phone, or by e-mail.	95%	93%	92%	98%	94%
The instructor is knowledgeable about the topic.	98%	92%	100%	93%	95%
The instructor provided clear feedback on assignments or discussions.	98%	93%	94%	92%	94%
The instructor was adequately prepared to teach the course.	98%	90%	98%	93%	94%
The instructor was skillful at maintaining focus throughout the course.	98%	86%	97%	94%	93%
The instructor was passionate about the course and materials.	99%	99%	99%	97%	98%
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	94%	92%	95%	96%	94%
The course encouraged me to think creatively or more deeply about the topic.	99%	90%	94%	95%	94%
Courses	4	8	6	5	23
Enrollments	56	86	74	60	276
Respondents	34	44	29	23	130
Response Rate	61%	51%	39%	38%	47%

- Across the 2024-25 academic year, average course evaluation ratings ranged from 93 percent to 98 percent of the maximum rating across survey items (Table 6).
- The highest-rated survey item across all terms was “The instructor was passionate about the course and materials.” Other highly rated items included “The instructor is knowledgeable about the topic,” “The instructor respected the ideas and opinions of others,” and “The instructor was reasonably accessible either in person, by phone, or by e-mail.”



Glossary

Term	Definition
Academic Disqualification (AD)	Academic disqualification refers to a student being disqualified for academic reasons.
Administrative Withdrawal (AW)	An administrative withdrawal occurs after a program time limit has expired, or a student leave of absence has expired, and the student has been inactive for more than a quarter.
Attrition	This category includes students who withdrew, were administratively withdrawn, or who were academically disqualified.
Persistence	This category combines students who graduated and those who are still enrolled in the program at a "census date" (specified snapshot date).
Still In Program	This category includes students in the coursework or dissertation phase. Students who are on leave of absence are considered still in the program.
Withdrawal (W)	This status indicates a student's voluntary withdrawal.